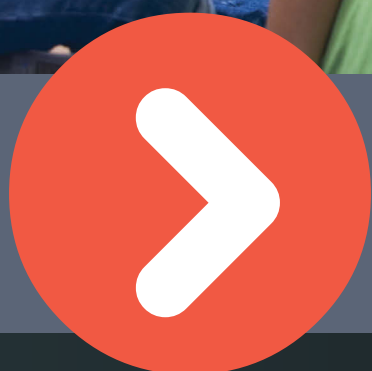




Tch

TeachingChannel



How Video is Redefining Teacher Development

Grounded in research on the effects of video on teachers' professional learning, **Teaching Channel Teams** uses video to help teachers collaboratively reflect on — and improve — their instruction.

CONTENTS

- 2 Barriers to teacher growth
- 2 Unlocking teacher potential with video
- 4 The role of video in Common Core implementation
- 5 What the research says
- 7 A Theory of Professional Learning
- 9 Strategies for success
- 10 Case study: Tulsa Public Schools
- 11 References

eSCHOOL NEWS

Technology News & Innovation in K-12 Education

BARRIERS TO TEACHER GROWTH



Pat Wasley, CEO of Teaching Channel, believes there are a few identifiable conditions that have held back the professional growth of teachers in the past.

For one thing, teachers work alone in their classrooms, so “they don’t get a chance to see other people teach,” she said. “It’s really hard to improve your practice if you don’t see anybody else teach. And the result is that most teachers teach the way they were taught.”

Also, teachers often don’t receive much feedback on their instruction. They might get an evaluation from their principal twice a year, but Wasley noted that “most teachers suggested that this feedback was not growth-producing.” Teachers needed a way to get more frequent, and better, feedback.

UNLOCKING TEACHER POTENTIAL WITH VIDEO

Video can address both of these challenges in very powerful ways, and it’s having a profound impact on teachers’ professional learning.

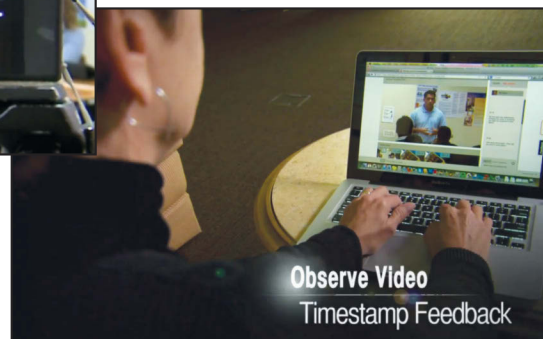
Wasley explained that when teachers watched videos of their colleagues, they’d “develop a broader imagination for how teaching can be done.” Watching images of teaching collected from across the country “helps people see all kinds of methods and approaches they might not have tried in their own teaching.”

And when teachers take the use of video to the next level and record and watch their own instruction, “they have an evidence-based record of their actual performance and their growing effectiveness.” Wasley added that watching their own practice allows teachers “to analyze their approaches to working with kids in a much more concrete way than trying to remember what they, and their students, did.”

Taken together, these two benefits — expanding their understanding of what is possible, and providing an evidence-based tool that helps them reflect on their practice — add up to “a much more robust way to learn and improve teacher practice,” Wasley said. And numerous studies confirm this, showing that when teachers analyzed their own teaching using video, “they actually got stronger,” she said, “and there were positive results.”

What's more, **research** suggests that these results were most effective when teachers had a chance to watch and discuss video collaboratively with their peers — and Teaching Channel has developed a robust platform, called Teams, that makes this very easy. Teams is a private, video-based, professional learning platform that supports continuous professional growth when and where teachers need it most. Teams empowers educators to learn from each other in a collaborative online environment, helping to scale professional learning in a cost-effective way.

At the center of Teaching Channel Teams is the company's award-winning library of exemplary teaching videos. Districts and educators can add their own teacher-created videos to the system as well, via Teaching Channel's recorder app, and then choose with whom to share them. Powerful tools allow users to annotate video, create groups for online discussion, share resources, and more. Far from a passive activity in which teachers are just watching video, Teams turns the process into a reflective, collaborative activity that leads to significant, sustained improvements in teaching practice.

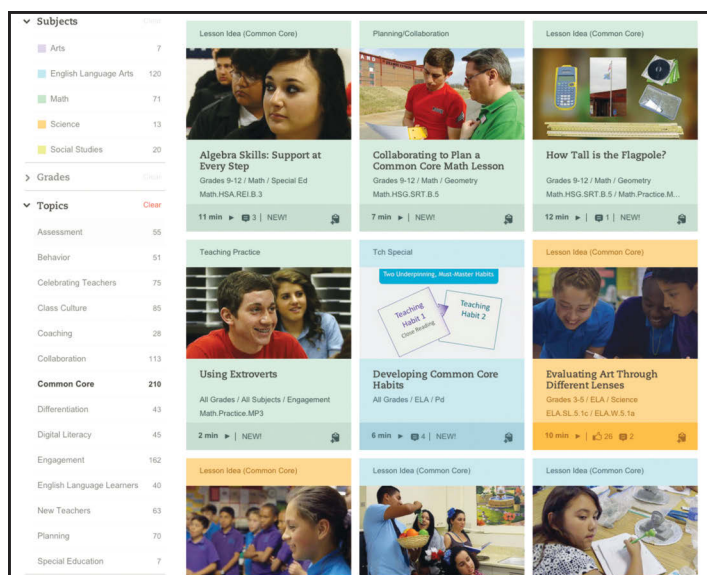


- Private, video-based platform
- Share and annotate Teaching Channel, district, and teacher-created videos
- App for easy video upload
- Collaborate in online groups and PLCs
- Centralize resources for educators
- 24/7 on-demand access

Learn more and watch Teams in action at teachingchannel.org/teams

THE ROLE OF VIDEO IN COMMON CORE IMPLEMENTATION

Wasley noted that reflection and collaboration are especially important as schools work to support the Common Core. The new standards require a genuine shift in practice, asking teachers and their students to delve deeper into the material than they did before. But many teachers make the mistake of saying, “I do that already,” without thinking carefully about what the standards require. Teachers, Wasley said, “really have to see that shift in action to understand it.”



Watching video exemplars that show Common Core instruction being practiced illuminates the required instructional shifts. But just watching video isn't enough to significantly and sustainably shift teacher practice. Wasley explained that, "When teachers try these new strategies in their own classrooms, and record themselves and their students, they can reflect meaningfully, by themselves or with their peers, on the effectiveness of their practice."

She added, "A video record helps them to see whether they're meeting the standard, exceeding the standard, or need to adjust their teaching to achieve the standard. It's really important that they get that visual record that provides clear evidence, because otherwise, it's too easy to say, 'I do it already.'"

WHAT THE RESEARCH SAYS

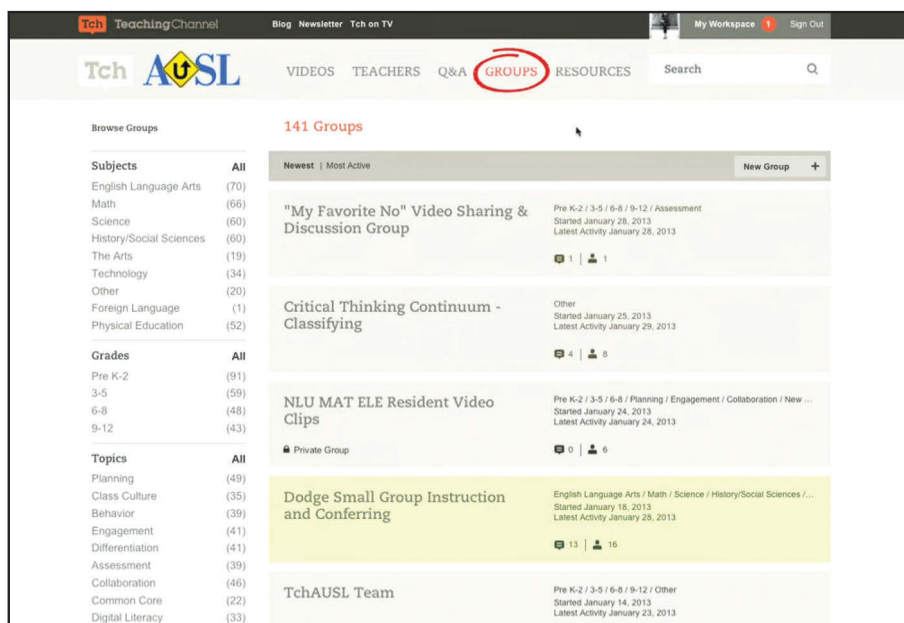
Over the last two decades, researchers have learned a great deal about how video can support teachers' professional learning.

Video allows teachers to go back and watch their interactions with students over and over again, enabling them to pick up on cues they might have missed in the moment. "There is good research that says using video can help teachers notice dimensions of their teaching that they didn't see or understand before," Wasley said.

Recording your own teaching practices and comparing them to a video of an exemplary teacher also "enables you to see the distance between your fledgling efforts and a more sophisticated user's approach, which is really important," she said.

Studies have confirmed that reflecting on videos of teaching (either your own or someone else's) helps educators learn to diagnose students' thinking more effectively and interpret the impact of pedagogical techniques on student behaviors.

Watching and discussing videos with their peers "prompts teachers to pay attention to classroom interactions in new ways," said Miriam Gamoran Sherin, a professor of learning sciences at Northwestern University.

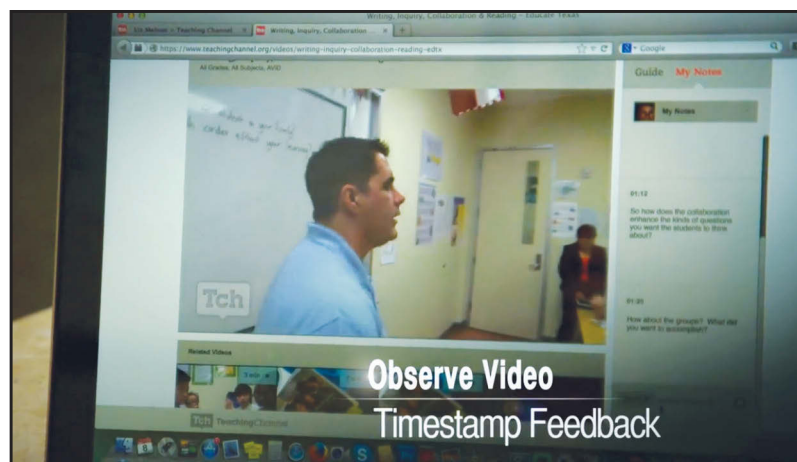


Watch videos of experts discussing the research on the use of video for professional learning.
teachingchannel.org/teams/research

Sherin has studied the impact of what she calls “video clubs,” in which educators use video to collaboratively reflect on teaching practices. Teachers who participated in these video clubs were encouraged to look closely for evidence of students’ thinking during instruction, and discuss how they would interpret the ideas that students raised in class.

Sherin found that after teachers took part in this collaborative analysis of the videos, “they were bringing these same practices into their classrooms,” she said. Teachers were more likely to look for opportunities to have students demonstrate their thinking, such as by asking more than one student for an opinion, and they listened more carefully to what their students were saying.

“That was very exciting to see,” she said. “We weren’t explicit in the video clubs about saying, ‘Hey, go back and try this in your classrooms,’ but we saw that teachers were applying these same strategies in their classrooms anyway.”



A THEORY OF PROFESSIONAL LEARNING

The extensive research into the effects of video on teacher development is reflected in Teaching Channel's Theory of Professional Learning, which consists of five key elements that teachers can put into action at any point along the learning cycle. Teaching Channel Teams supports the full cycle of professional learning by providing a secure platform for video analysis and reflection, online group discussions, and sharing resources and student work examples.

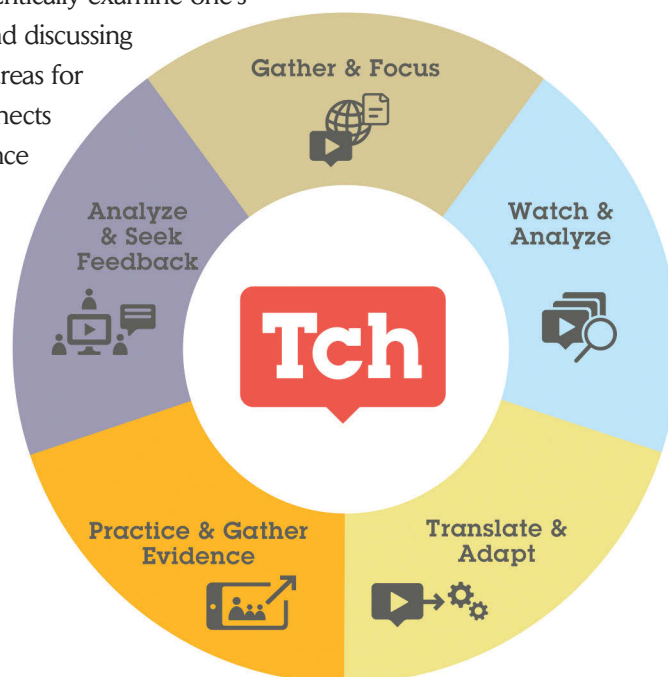
Gather & Focus: Assemble videos and other resources related to a particular aspect of classroom practice to spur teachers' learning.

Watch & Analyze: Review videos or other resources, investigating and deconstructing particular teaching strategies, and discussing the impact of these strategies on students.

Translate & Adapt: Re-envision instructional strategies to make them suitable for a teacher's own classroom context.

Practice & Gather Evidence: Practice a teaching strategy multiple times in the classroom, revise the strategy as needed, record the strategy in action, and gather student work to see the impact of their efforts.

Analyze & Seek Feedback: Critically examine one's own or a peer's videos by posing and discussing questions to identify strengths and areas for improvement. This questioning connects reasoning and conclusions to evidence of student thinking that is visible in the videos.



“For the last 50 years in professional development, the standard mode of operating has been demonstration,” Wasley said. “Teachers go to a session, they watch somebody demonstrate the strategy, and the professional development provider says, ‘Try this in your own classroom, I think you’ll enjoy it.’ As a result, more often than not, the learning stops as soon as teachers leave the parking lot.”

But with Teaching Channel Teams, “teachers do try it themselves,” she said, and they have a video-based record they can analyze later in order to improve their practice. “That’s a much more robust process than simply watching a demonstration,” Wasley said.

One of the platform’s features is that it allows educators to watch and analyze video together in a collaborative online group. “You can form a study group of teachers who are like-minded, who are interested in a particular strategy, and you can watch and analyze video of real classrooms, commenting back and forth,” Wasley said. “You can annotate right in the video with time-stamped notes, and get a conversation going about what people learn and understand about the strategy.”

Teachers also can use the platform to translate an instructional strategy for use with their own students.

“Let’s say that I watch a video where a teacher is demonstrating the reading of nonfiction in a seventh-grade classroom, and I happen to teach 12th graders,” Wasley said. “I want to translate that strategy for my students because they’re older, and they have more experience, so I might say in my notes to other people, ‘I’m going to make four adjustments to the approach in order to use it with my 12th graders.’ Or, I might make a note during a specific moment, asking my colleagues for suggestions about adapting an approach.” After recording her attempt to translate the strategy in her own classroom, the teacher would upload the video and send it to everyone in the group, then ask for their feedback on what they see. Or, if working with an instructional coach, she could show her coach her lesson and receive feedback very quickly, even if her coach wasn’t scheduled to be on site for another week, or another month.

“The platform makes all of this possible and creates an individual workspace where I can keep everything that I’ve done, all the comments that people have made to me, all the comments that I’ve made to other people — and then from that workspace, I can create a portfolio to send to my principal when I’m done,” Wasley said. This portfolio would include all the evidence-based work “to demonstrate what I’ve been trying to learn.”

STRATEGIES FOR SUCCESS

Allowing their teaching to be recorded “can be scary and risky” for many educators, said Northwestern’s Sherin — so establishing trust is essential for success. Sherin suggests a few tips to help video-based professional learning be successful:

- 1. Create a safe environment.**
- 2. Set a purpose for viewing.**
- 3. Use video to interpret, not judge.**
- 4. Share typical clips of your classroom instead of only exemplary ones.**

“When a teacher shares a clip of her practice with colleagues, it’s very important that it’s done in a safe environment,” Sherin said. School or district leaders can establish this trust by letting teachers control who sees their videos, setting a clear purpose for the discussion and reflection, and sticking to this purpose, remembering that the goal should be to interpret — not judge — what is going on in the classroom.

Instructional leaders also can earn teachers’ trust by capturing video of themselves leading a training session and posting it for review. “Being willing to put your own instruction up for review, just as your teachers are doing, can help everyone feel more comfortable with the process,” Sherin said.

When choosing videos to upload for analysis, teachers should avoid trying to use only exemplary clips of their teaching. Sherin added, “I think that’s a trap people often fall into, where they say, ‘I’m going to find the best three minutes of this whole week, and that’s what I’m going to share.’ I don’t think that’s very interesting to share,” she said. “What’s interesting is to find sort of the typical clip, where maybe things didn’t go exactly as planned — and you unpack that with your colleagues and talk about, ‘Why did the students say that? Where did they get that idea?’”

Wasley reminds us that the power of video is not in trying to create the “perfect” teacher, but, “in being committed to continuous improvement and the idea of getting better together.”

CASE STUDY: TULSA PUBLIC SCHOOLS

In Tulsa, Oklahoma, all but four of the district's 80 schools are Title I schools. Despite facing key economic challenges, Tulsa has made teacher effectiveness one of its five core goals, said Jamie Lomax, Title I director for Tulsa Public Schools.

The district has established a Teacher-Leader Effectiveness Framework, based on 20 indicators that research has linked to better outcomes, and it is using Teaching Channel Teams to support the district as it shifts from evaluating teacher effectiveness to developing it.

District leaders have tagged the videos within their private Teams site according to Tulsa's framework of 20 indicators, created their own district-wide library of exemplar videos aligned to these indicators, and Tulsa teachers also upload their own videos to the platform for reflection, accessible only to themselves and their coach or those groups with whom they choose to collaborate.

Teachers watch these videos and analyze their own teaching, and they discuss the videos with their instructional coach or group, to compare what they saw. The process "really provokes some great thought on the part of the teachers about what effective practice looks like, and the ways they're meeting or not meeting their own expectations," Lomax said.

There's always a lot going on in the classroom, and "you can only see so much," she said. When watching the video later, teachers can see much more, and "they can learn how to notice things better." Once they develop that ability, "it becomes easier for them to notice things in real time," Lomax said.

District leaders have made participation in Teaching Channel Teams entirely voluntary, which has helped build the necessary trust — and they've also reassured teachers that the videos will be used "to help them improve, not punish them," she said. There are groups within schools and across the district that have jumped in with both feet. The success they are having and their excitement is quickly building motivation and trust across the district.

Lomax said Teaching Channel Teams is an effective way "for us to create some connections between teachers who don't often get to speak with one another." Teachers are emerging as leaders and, ultimately, students are benefitting from having increasingly effective teachers. Tulsa Public Schools is also using the platform to help mentor new teachers, and these mentors say that "video has been the difference in helping new teachers grow quickly."

Watch a recorded webinar with Jamie Lomax and Miriam Gamorin Sherin.
teachingchannel.org/teams/events

REFERENCES

HOW WE LEARN

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). How people learn.

Scardamalia, M., Bransford, J., Kozma, B., & Quellmalz, E. (2012). New assessments and environments for knowledge building. In *Assessment and teaching of 21st century skills* (pp. 231-300). Springer Netherlands.

HOW ADULTS LEARN

Knowles, M. S., Holton III, E. F., Swanson, R. A. (2005). The adult learner: the definitive classic in adult education and human resource development.

Leonard, L. E. (1990). *Friendly rebel: a personal and social history of Eduard C. Lindeman*. Adamant, Vermont: Adamant Press.

Brookfield, S. (1995). Adult learning: An overview. *International encyclopedia of education*, 375-380.

HOW PROFESSIONALS LEARN ONLINE

Lemke, C. (2013). A literature review: Online Teacher Professional Learning. Metiri Group.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Accessed 1/10/10 from <http://eprints.cpnk.ca/7/1/finalreport.pdf>.

HOW WE LEARN FROM VIDEO

Borko, H., Jacobs, J., Eiteljorg, E., & Pittman, M. E. (2008). Video as a tool for fostering productive discussions in mathematics professional development. *Teaching and Teacher Education*, 24(2), 417-436.

Borko, Hilda, & Klingner, J. K. (2013). Supporting teachers in schools to improve their instructional practice. *National Society for the Study of Education Yearbook*, 112(2), 274-297.

Erickson, F. (2010). On noticing teacher noticing. *Mathematics teacher noticing: Seeing through teachers' eyes*, 175

Erickson, F. (2013). Position paper. Submitted for Teaching Channel's Research and Design Conference, Northwestern University.

Kazemi, E., Elliott, R., Hubbard, A., Carroll, C., & Mumme, J. (2007). Doing mathematics in professional development: Theorizing teacher learning with and through sociomathematical norms. In *Proceedings of the 29th annual meeting of the North American chapter of the international group for the psychology of mathematics education* (pp. 796-803).

Kersting, Nicole B., Givvin Karen B., Thompson, Belinda J., Sangtaga, Rossella, and Stigler, James. (2012). *Measuring Usable Knowledge: Teachers' Analyses of Mathematics Classroom Videos Predict Teaching Quality and Student Learning*.

American Educational Research Journal. DOI: 10.3102/0002831212437853, 1- 22.

Sherin, M. G. (2003). 1. New perspectives on the role of video in teacher education. *Advances in research on teaching*, 10, 1-27.

Sherin, M. G. "The development of teachers' professional vision in video clubs." *Video research in the learning sciences* (2007): 383-395.

Sherin, M. G., & Han, S. Y. (2004). Teacher learning in the context of a video club.

Teaching and Teacher Education, 20(2), 163-183.

Sherin, M., & van Es, E. (2005). Using video to support teachers' ability to notice classroom interactions. *Journal of technology and teacher education*, 13(3), 475- 491.

Sherin, M. G., & van Es, E. A. (2009). Effects of video club participation on teachers' professional vision. *Journal of Teacher Education*, 60(1), 20-37.

Sherin, M.G. & Dyer, E. (2013). Video and teacher learning: Tools, tasks and outcomes. *Teaching Channel Teams*.

HOW WE BUILD A REPERTOIRE

Wasley, P. A., Hampel, R. L., & Clark, R. W. (1997a). *Kids and School Reform*. JosseyBass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 92104.

Wasley, P., Hampel, R., & Clark, R. (1997b). The puzzle of whole-school change. *Phi Delta Kappan*, 690-697.

Learn More. Visit teachingchannel.org/teams
Watch case study videos, hear why educators love Teams, watch recorded webinars, and more.



Teaching Channel

Teaching Channel is a thriving online community that is revolutionizing how PreK-12 teachers can learn and improve. With its best-in-class video library and award-winning website, Teaching Channel has emerged as a leading educational resource for its 660,000+ members. Our mission is to help teachers grow to improve outcomes for all students. For more information, visit TeachingChannel.org.

eSchool News is the #1 direct requested print and digital publication in the education technology industry today. We are a top marketing solutions company and throughout our 25-year history we have created the most comprehensive portfolio of products and services in the industry. We offer access to the broadest reach and deepest range of K-12 education technology professionals and key decision makers.

Every day, our editorial, sales, and marketing professionals share their content expertise to help our customers grow their businesses. We leverage the immediacy of online, the networking of face-to-face opportunities, the expert interaction of web seminars, and the breadth and depth of print to create compelling, focused media that delivers measurable results.

www.eSchoolNews.com

eSCHOOL NEWS

Technology News & Innovation in K-12 Education